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Main Directions for Reforming the Educational System in the Republic of Uzbekistan

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Annotation: The article analyzes the main directions of reforming the education system. The content of "game design", "computer technology" is revealed. Particular attention is paid to education reforms at a new stage.

Keywords: Reform, societies, innovation, pedagogy, concept, strategy, method.

The changing role of education in society has determined most of the innovation processes. From passive , routinized , taking place in traditional social institutions, education becomes active. The educational potential of both social institutions and personal ones is being updated.

Previously, the unconditional guideline of education in Uzbekistan was the formation of knowledge, skills, and abilities that ensure readiness for life, understood as the ability to adapt an individual in society. Now education is increasingly focused on the creation of such technologies and ways of influencing the individual, which provide a balance between social and individual needs and which, by launching the mechanism of self-development, prepare the individual for the realization of his own individuality and changes in society[1-3].

Game design can turn into real design if it results in a solution to a specific practical problem, and the process itself is transferred to the conditions of an existing enterprise or to training and production workshops. For example, work commissioned by enterprises, work in student design bureaus, the manufacture of goods and services related to the field of professional activity of students. The technology of project-based learning is considered as a flexible model for organizing the educational process in a professional school, focused on the creative self-realization of the student's personality through the development of his intellectual and physical capabilities, volitional qualities and creative abilities in the process of creating new goods and services. The result of the project activity is educational creative projects, the implementation of which is carried out in three stages [4-7].

The educational creative project consists of an explanatory note and the product (service) itself.

The explanatory note should reflect:

selection and justification of the project topic, historical background on the project problem, generation and development of ideas, construction of basic reflection schemes;

description of the stages of object construction;

choice of material for the object, design analysis;

technological sequence of product manufacturing, graphic materials;

selection of tools, equipment and organization of the workplace;

occupational health and safety in the performance of work;

economic and environmental justification of the project and its advertising;

use of literature;

application (sketches, diagrams, technological documentation).

The designed product is subject to such requirements as manufacturability, economy, environmental friendliness , safety, ergonomics, aesthetics, etc.

The technology of project-based learning contributes to the creation of pedagogical conditions for the development of the creative abilities and personality traits of the student, which he needs for creative activity, regardless of the future specific profession [8-9].

Computer learning technologies are the processes of collecting, processing, storing and transmitting information to a student through a computer. To date, the most widespread are such technological areas in which the computer is:

A means for providing educational material to students in order to transfer knowledge;

Means of information support of educational processes as an additional source of information;

A means for determining the level of knowledge and monitoring the assimilation of educational material;

A universal simulator for acquiring skills in the practical application of knowledge;

A means for conducting educational experiments and business games on the subject of study;

One of the most important elements in the future professional activity of the student .

At the present stage, many professional educational institutions develop and use both separate software products for educational purposes and automated training systems (ATS) in various academic disciplines .and automated learning systems include a set of educational and methodological materials (demonstration, theoretical, practical, control), computer programs that control the learning process [10-13].

With the advent of the Windows operating system , new opportunities have opened up in the field of vocational training. First of all, it is the availability of interactive communication in the so-called interactive programs. In addition, the widespread use of graphics (drawings, diagrams, diagrams, drawings, maps, photographs) has become feasible. The use of graphic illustrations in educational computer systems allows you to transfer information to the student at a new level and improve its understanding.

The increased performance of personal computers has made it possible to use multimedia technologies quite widely. Modern vocational training is already difficult to imagine without these technologies, which allow expanding the scope of computers in the educational process.

New opportunities in the system of vocational education are opened by hypertext technology. Hypertext (from the English hypertext - " super text "), or a hypertext system, is a collection of various information that can be located not only in different files, but also on different computers. The main feature of hypertext is the ability to follow the so-called hyperlinks, which are presented either in the form of specially formed text or a specific graphic image. There can be several hyperlinks on the computer screen at the same time, and each of them defines its own "travel" route.

A modern hypertext learning system is distinguished by a convenient learning environment in which it is easy to find the information you need, return to the material already covered, etc [14].

Automated learning systems built on the basis of hypertext technology provide better learning not only due to the visibility of the information presented. The use of dynamic, i.e. changing, hypertext makes it possible to diagnose the student, and then automatically select one of the possible levels of study of the same topic. Hypertext learning systems present information in such a way that the student himself, following graphic or textual links, can use various schemes for working with the material [15].

The use of computer technologies in the system of vocational education contributes to the implementation of the following pedagogical goals:

Development of the student's personality, preparation for independent productive professional activity;

Implementation of the social order, due to the needs of modern society;

Intensification of the educational process in a professional school.

Innovative learning technologies that reflect the essence of the future profession, form the professional qualities of a specialist, are a kind of testing ground where students can work out their professional skills in conditions close to real. It should be noted that fundamental changes in the socio-economic life and the state-political structure of the Republic of Uzbekistan necessitated an education reform. During the first stage of its implementation, the domestic education system freed itself from the legacy of totalitarianism, became more open, democratic and diverse.

The purpose of the reform is to reliably guarantee the constitutional rights, freedoms and interests of citizens in the educational sphere, to bring the education system in line with the modern needs of the individual, society and the state, to create prerequisites for its further development, multiplying achievements and preserving the best traditions based on a combination of state, public and private initiatives, to significantly improve the preparation of new generations for life and work in a democratic civil society with a market economy [16-19].

The reform of education is aimed at achieving this goal as a set of state policy measures provided by financial, economic, organizational, administrative, recommendatory and information methods.

The reform of education at the new stage of its implementation is being developed and implemented as a set of state policy measures in the field of education that ensure that the legitimate rights and interests of the individual and the main social groups are taken into account.

In the course of the reform, organizational, economic, legal and socio-institutional mechanisms and tools should be developed to stimulate the development of educational institutions, increase the education and culture of all sectors of society, as well as a significant improvement in the professional and qualification structure of the amateur population.

It is envisaged that the reform will be carried out in accordance with the following principles:

the priority role of education for the future of the country, the development of domestic science and culture, the formation of civil society and the transition to sustainable economic growth on a modernized production base;

the humanistic nature of the reform, its focus on the disclosure of creative human abilities and qualities, the assertion of fundamental rights and freedoms of the individual;

the practical orientation of the reform, the concentration of efforts in the course of its implementation on achievable goals and feasible tasks, innovations and transformations, provided with the resources available to the state and society;

immediate stabilization and gradual significant improvement of the economic conditions of educational activities based on the coordinated efforts of federal, regional and local authorities to increase budget allocations for education, combined with the attraction of extra-budgetary funds and improved use of educational institutions' resources;

implementation of the reform within the framework of the procedures provided for by the constitutional structure of the country and the current legislation;

careful experimental verification of the effectiveness of the developed innovations;

preservation and development of the best domestic traditions in combination with the use of international experience that has justified itself, support for the established scientific and pedagogical schools;

publicity of reform measures, their control by the academic community and society as a whole, creation of conditions for the implementation of public and private initiatives to reform education.

Reforming the organizational and economic mechanism of the education system is based on:

at a minimum, not reducing budgetary allocations for education, ensuring the availability of free education for all segments of the population and maintaining real-life social guarantees for students and workers in the education system;

creating favorable conditions for attracting additional non-budgetary resources to the education sector, including through tax incentives, as well as soft loans and insurance;

restructuring the flow of financial resources, strengthening the focus of budget financing and creating incentives to improve the efficiency of the use of budgetary and extrabudgetary funds, as well as the material and technical base of educational institutions [20-24].

The result will be:

implementation of the freedom of choice by students and their families of both educational institutions and forms of education (including family, external , evening, correspondence, etc. = etc.). This choice will be guaranteed by the mechanism of normative funding per student, pupil and the development of the federal system of education quality control, including national testing;

changing the principles of determining the state order and the formation of state educational standards; combination of the state order for vocational education with the expanding practice of direct contracts with enterprises and families; highlighting the regional component of the state order in vocational education; involvement of consumers of education in the formation of orders and standards;

stimulation of solvent demand for education, which will make it possible to determine the current (manifested) needs for professional and variable (specialized) general education that are compatible with it ;

supplementing the budget financing of educational institutions with funds received from the effective management of the property transferred to them.

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